

SANDHILLS MIDDLE

582 Meadowfield Road
Gaston, South Carolina 29053

GRADES 7-8 Middle School

ENROLLMENT 532 Students

PRINCIPAL Angie Rye 803-926-1890

SUPERINTENDENT Dr. J. Franklin Vail 803-568-1000

BOARD CHAIR Lawrence Livingston, Jr. 803-568-2328

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	3	31	13	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 13 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

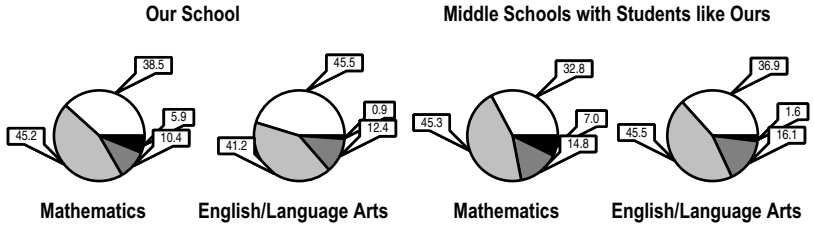
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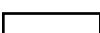
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Unsatisfactory	N/A
2002	Below Average	Below Average	N/A
2003	Below Average	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	37	204	70
Percent satisfied with learning environment	83.8%	65.3%	61.4%
Percent satisfied with social and physical environment	75.7%	69.7%	51.5%
Percent satisfied with home-school relations	29.7%	81.9%	61.4%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	514	99.4	45.5	41.2	12.4	0.9	13.3	17.6
Gender								
Male	282	99.6	56.1	35.7	7.8	0.4	8.2	17.6
Female	232	99.1	33.6	47.2	17.8	1.4	19.2	17.6
Racial/Ethnic Group								
White	400	99.3	41.9	43.3	14.0	0.8	14.9	17.6
African-American	103	100.0	59.6	31.9	7.4	1.1	8.5	17.6
Asian/Pacific Islander	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	6	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	432	99.3	40.7	43.6	14.7	1.0	15.7	17.6
Disabled	82	100.0	71.8	28.2	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	514	99.4	45.6	41.0	12.4	0.9	13.3	17.6
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	513	99.4	45.5	41.1	12.5	0.9	13.3	17.6
Socio-Economic Status								
Subsidized meals	314	99.7	50.9	39.6	8.8	0.7	9.5	17.6
Full-pay meals	200	99.0	37.0	43.4	18.5	1.2	19.7	17.6

Mathematics								
All students	514	100.0	38.5	45.2	10.4	5.9	16.3	15.5
Gender								
Male	282	100.0	36.1	48.8	8.2	7.0	15.2	15.5
Female	232	100.0	41.4	40.9	13.0	4.7	17.7	15.5
Racial/Ethnic Group								
White	400	100.0	33.6	47.1	12.0	7.3	19.3	15.5
African-American	103	100.0	57.4	38.3	3.2	1.1	4.3	15.5
Asian/Pacific Islander	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	6	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	432	100.0	35.2	46.3	11.8	6.7	18.5	15.5
Disabled	82	100.0	56.3	39.4	2.8	1.4	4.2	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	514	100.0	38.6	45.1	10.5	5.9	16.3	15.5
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	513	100.0	38.4	45.2	10.5	5.9	16.4	15.5
Socio-Economic Status								
Subsidized meals	314	100.0	46.2	42.3	6.3	5.2	11.5	15.5
Full-pay meals	200	100.0	26.0	49.7	17.3	6.9	24.3	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	241	N/A	26.4	53.6	19.7	0.4	20.1
	Grade 8	237	N/A	42.8	41.1	16.1	N/A	16.1
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	260	99.2	54.7	34.3	10.2	0.8	11.0
	Grade 8	254	99.6	35.9	48.4	14.8	0.9	15.7
Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	241	N/A	47.5	32.9	12.5	7.1	19.6
	Grade 8	237	N/A	51.9	38.7	7.7	1.7	9.4
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	260	100.0	48.5	36.7	7.6	7.2	14.8
	Grade 8	254	100.0	27.8	54.3	13.5	4.5	17.9

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 532)				
Students enrolled in high school credit courses (grades 7 & 8)	9.6%	Up from 6.6%	10.8%	14.4%
Retention rate	2.6%	Up from 0.8%	3.3%	2.3%
Attendance rate	90.2%	Down from 94.2%	95.1%	95.2%
Eligible for gifted and talented	9.7%	Down from 14.9%	12.3%	13.6%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	15.0%	Up from 14.3%	14.9%	14.1%
Older than usual for grade	4.1%	Up from 2.5%	4.6%	4.9%
Suspended or expelled	7.3%	Up from 3.5%	1.2%	1.3%
Annual dropout rate	0.2%	Up from 0.0%	0.0%	0.0%

Teachers (n= 35)				
Teachers with advanced degrees	42.9%	Up from 38.9%	45.7%	47.1%
Continuing contract teachers	71.4%	Up from 58.3%	80.0%	82.5%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	63.3%	Up from 62.1%	81.6%	84.3%
Teacher attendance rate	96.0%	Up from 95.3%	94.8%	95.0%
Average teacher salary	\$32,950	Up 0.9%	\$38,722	\$39,924
Prof. development days/teacher	14.8 days	Up from 13.7 days	10.7 days	10.7 days

School				
Principal's years at school	3.0	Up from 2.0	4.0	3.0
Student-teacher ratio	19.5 to 1	Up from 18.8 to 1	20.5 to 1	21.0 to 1
Prime instructional time	83.7%	Down from 86.1%	88.6%	88.9%
Dollars spent per pupil*	\$6,105	Up 29.3%	\$5,926	\$5,854
Percent spent on teacher salaries*	56.1%	Down from 60.6%	62.1%	62.0%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	96.8%	Up from 87.4%	95.2%	94.8%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

In our second year as a grades seven-eight school, Sandhills Middle School has an increased student population of approximately 550 students. Our school's mission "to provide developmentally appropriate learning experiences that engage and challenge every student" continues to guide our school improvement efforts.

During the 2002-03 school year, we have successfully implemented the Connected Mathematics curriculum, utilized the Standards in Practice model to improve classroom assessments, and involved parents in school-based projects such as Student-Led Conferences and a Mardi Gras-themed carnival.

Challenges identified by the School Improvement Council include improving student attendance, student discipline, and parent awareness and participation in school events. In order to address these challenges, our focus for the 2003-2004 school year includes utilizing instructional coaches to improve teaching and learning, involving students in improving discipline through peer mediators, lunch forums and incentives, increasing the use of inquiry-based science, and increasing parental/student involvement in school-based projects.

We encourage your participation in the activities of our school. With your support and involvement, the students of Sandhills Middle School will excel.

Angie Rye, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.